**Lesson Plan Format**

**Teacher Candidate \_\_\_\_\_Melissa Neu\_ Grade Level\_\_5\_ Date of lesson\_11/20/2011\_\_  
(Duration of 2 days)**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

The goal of this unit is to have students identify how religion and beliefs affects the patterns of a society –its people, lawmaking, lifestyles, community values, and even economics.

**DODEAS.S. STANDARDS 5SS4.c:** Describe the significance of religious influences on the earliest colonies and the growth of religious toleration and free exercise of religion.

**DODEA ELA Standards 5E2b.7:** Write or deliver research reports developed using a systematic research process (*define the topic, gather information, determine credibility, report*

*findings*), and that:

a. use information from a variety of sources and document those

sources, and

b. demonstrate that gathered information has been summarized and

organize information by categorizing and sequencing.

**NETS Standards 3.** **Research and Information Fluency** -Students apply digital tools to gather, evaluate, and use information. Students:

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| a. | plan strategies to guide inquiry. |
| b. | locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |
| c. | evaluate and select information sources and digital tools based on the appropriateness to specific tasks |
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As a result of this lesson, students will be able to identify patterns they see in the establishment of communities and the impact on religion in those communities.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?  
  
Students have been reading about the history of early America. Students are knowledgeable about the different types of settlers from different areas (ex. *Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, and Quakerism in Pennsylvania).* Students are also knowledgeable of their own communities.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.  
  
Students will be able to identify the patterns in the influence of religion in some of the early American colonies.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.   
As an informal assessment, students will be writing in their journals about what they have learned and any questions that may have. I will also be walking around different groups providing help if needed.

As for the culminating formal assessment, students will have the option of develop a skit together as a group or informative poster on how religion impacted their colony; we will develop a rubric for the student’s final presentation.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.   
Journals

Computers/ Printers

Whiteboard  
Reader’s theatre Print outs (<http://www.scholastic.com/browse/article.jsp?id=3752753>)  
Posters  
Writing/coloring utensils

Glue

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Direct Instruction-**I am directly involved throughout most of the lesson. In the initiation, I set the stage for learning; in the development, I modeled and provided examples of what was expected of them. I also monitored and engaged students with an assigned learning task. I chose this teaching model for this lesson because the main focus on this lesson was gathering information –there were a lot of set operations and procedures that required feedback and practice.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

I will begin the lesson with a Reader’s Theatre in which most students will participate in. This reader’s theatre entails a pilgrim’s personal journey to the New Land.

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| **We will fill out a KWL**  1) **K-** Ask your students, "In the 17th century, why did some Europeans choose to come to North America to establish colonies?  What made these early colonists come to the "New World?" (Accept all answers. If students need assistance,  ask, "Why did the Pilgrims come to the New World? What were they hoping to find?") Tell your students that the "Pilgrims"  of Plymouth colony came to North America in search of religious freedom. Ask your students if all early colonists came to  the New World seeking religious freedom. (Students should answer, "no.") Ask your students what other reasons brought  17th-century colonists to the New World. |  |

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|  | http://www.pbs.org/wnet/colonialhouse/teachers/images/spacer.gif (Student answers should include that colonists came to the New World for economic opportunities, to search for gold  and silver, to escape poverty in England, to own land, etc)  After class discussion, I will tell students that although there were many reasons for people coming over to the new land,  we are going to focus on the pattern of religion in the Plymouth, Massachusetts Bay Colonies, Rhode Island Colonies, and Connecticut colonies. |

I will ask, what is religion? How does religion/ beliefs effect your community? Your everyday life style? Your family? Lawmaking? What are some possible outcomes of beliefs? As students give suggestions, I will write them on the board. As they are giving suggestions, I will scaffold them to focus on religion and its relationships and patterns with the community values, lifestyles, and lawmaking.

2.) **W-** Following the previous activity, I will then ask students what they want to know about religion and its influences pertaining to communities, in this case some of the early American colonies. I will again write down student’s ideas and thoughts as I scaffold them through the process.  
I am hoping that these topics will be the outcome of our discussion.

**Religion in Lifestyles**

-Men -Rich

-Women -Poor

-Slaves

-Children

Religion in Community

-Family roles

-Social

-Traditions

-Customs

-Language

**Religion in Lawmaking**

-Education

-Church and State

-Laws

-Constitution

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

After we have finished filling out the KW, I will explain to the students what they will be doing for this unit. I will hopefully grab their attention by saying,

“One day you and your friends are walking back from school, when one of you suddenly stops, making everyone else do the same. You/your friend walk over to the nearby willow tree and encourage everyone to follow him/her. As everyone reaches the willow tree, you come to find a locket that is engraved on the outside, ‘*You may not know our whys and hows, but soon behold the adventure you will witness starting now.*’ Below the message, it read, “*Open me*”. After some consideration, your group decides to open the locket. The next thing you know, the light coming from the locket blinds you and you lose consciousness. You wake up, and find a strange girl staring at you. She does not wear the same clothes you do; they seem plain, worn, and definitely outdated. You ask her where you are and what happened to you. She replies in words that are hard to understand and just walks away. You panic, and look around to see that your friends have just woken up. You remember the locket; you see it on the ground. You run and pick it up. The words that were once engraved are not there. Instead, in the inside of the pocket, you witness some text being magically engraved. The words, “Welcome to -------- Colony. If you wish to come back to your time period, you and your group must dig up some information. You should already know what kind of information we want, Mrs. Neu should have already addressed this in Social Studies today. (I will point to the K**W**L chart at this time). Until you understand how religion/beliefs impacted the ---- colony, you will not be able to go back home. So good luck, be safe, and happy hunting!”

Focusing back on the lesson, I will explain to the students that they will be required to do a research assignment about the significance of religious influences on the earliest colonies. The class will be divided into four different colonies (Plymouth, Massachusetts Bay, Rhode Island, and Connecticut colonies) in which each group will research how religion influenced their colony. I will refer back to the **W** chart on of the KWL and address that these topics should be the main information researched. Their final project will be presented in a skit or informative poster (groups have the choice to decide) focusing on what they’ve learned and how religion had an impact.

When we reach the computer lab, I will conduct a quick mini lesson on the differences between primary sources and secondary sources, as well as how to identify and analyze one. I will have students log onto the website <http://www.historyonthenet.com/Lessons/sources/sourcesexplain.htm>

And begin my mini lesson on historical sources. The website covers sources on five different slides. As students read along, we will pause and discuss. Also included on the website are short and quick activities that will help students decipher the different kinds of sources and also teaches them how to analyze them. By the end of the mini lesson, students should be know that they must ask questions like when, why, what, where, how, who - to discover information from a source.  
  
From this mini lesson, I will then go into another short mini lesson on finding credible internet resources. I will refer back to primary and secondary sources to help students grasp what credible information really is and what it looks like. I will also provide a handout on the how/how not’s of evaluating a web sources.   
( <http://websearch.about.com/od/referencesearch/a/evaluatesource_2.htm>)  
 We will read and discuss the different formats of information (blogs, personal websites, online Library catalog, etc) and decide whether each format would/wouldn’t make a valid credible source. I will also provide students with examples of internet sources, in which they are more than free to use, but they are reminded that they must find some of their sources on their own.   
  
  
Students will be given the rest of the class period to browse through the internet sources and gather information on their culminating activity. I will walk around to each group making sure that they are gathering pertinent information. I will assist those who need guidance.

At the last 15 minutes of every day, students will be required to write in their ‘ journals’ and write about what they saw, thought, and understood about their findings.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)  
**By the end of day 2, students should have most, if not all of their information gathered. To close the lesson, we will have discussion on how important it is to gather credible information. We will also discuss how gathered information can have an effect on our final project, thus explaining again how important it is to have the correct information.**

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
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| Will | 1. ADHD 2. IEP | Will loves to act. Giving him a choice of creating a skit will hopefully stimulate his interest and keep him on task. |
| Jazz | 1. ESL 2. Jazz has recently moved to the United States from Germany. The dominant language in his household is German. | Jazz may want to write his journal in his native language before he translates it into English. I will provide him with additional time to turn in the journal and resources such as dual language dictionaries. |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?